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ABSTRACT

This abbreviated form of the report of Florida's Statewide Assessment Program summarizes the key results and recommendations of the State's performance on the 1971-72 assessment of selected reading-related skills in grades 2 and 4. Topics discussed are: (1) why test? (2) what is statewide assessment? (3) what do 1971-72 assessment results show? and (4) what was learned from objective referenced assessment?--auditory perception and discrimination, visual perception and discrimination, identification of sound-symbol relationships, word processing, recognition, meaning, listening comprehension, reading comprehension, study skills, syntactical structure. The percentage of students in the State achieving each objective is presented in an appendix. (For related documents, see TM 002 725-727.) (KM)

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Florida Statewide Assessment Program

CAPSULE REPORT

1971-1972

Request for information or copies should be sent to the Evaluation Section, Department of Education, Tallahassee, Florida 32304.

This public document was promulgated at an annual cost of $2,453.92 or $.49 per copy to inform interested parties of the 1972 Florida Statewide Assessment results and to provide information with which these results can be interpreted pursuant to Chapter 229.57(3)(c) Florida Statutes.

ED 077929

FLORIDA

STATEWIDE ASSESSMENT PROGRAM

1971-72

CAPSULE REPORT

Florida Department of Education
Division of Elementary and Secondary Education
Bureau of Planning and Evaluation

FOREWORD

The Florida Department of Education is currently implementing a statewide assessment program which will provide in-depth information about the strengths and weaknesses of Florida's educational system. One of the most important features of this assessment program is its measurement of specific educational objectives which identify the skills Florida students should achieve from their educational experience.

The information about student achievement will enable educators to pinpoint weak spots and redistribute educational resources to achieve better results. The ultimate effect of this effort will be improvement in the degree to which our school system prepares students to function in society.

Developing an assessment program of this scope has been a monumental effort for the Department of Education. I am proud that the Department can present the procedures and results of this year's assessment program as a step toward improving the state educational system.

Floyd T. Christian
Commissioner

PREFACE

This, the first public report of the Statewide Assessment Program, outlines the background of Florida's Assessment and Accountability Programs. In addition, it describes the procedures, results and recommendations of the 1971-72 assessment of selected reading-related skills.

The report has been prepared in two forms: a brief *Capsule Report* which summarizes the key results and recommendations of the State's performance on the assessment; and a multi-section *Technical Report* which describes the entire assessment program. The sections of the *Technical Report* are:

Section 1: Introduction, Procedures, and Program Recommendations

Section 2: Statistical Information

Section 3: Statewide Results and Recommendations

Section 4: District Interpretations

Additional copies of the *Capsule Report* and the sections of the *Technical Report* are available upon request from the Evaluation Section, Department of Education, Tallahassee, Florida 32304. When requesting the *Technical Report*, please indicate which sections you wish to receive. For Section 4, "District Interpretations," the subreport for each district is bound separately, so please identify which district's interpretation you would like.

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CHAPTER I

WHY TEST?

READING! That's what you are doing right now! And, after years of using the skills you learned in elementary school, you have probably been lulled into thinking of reading as an automatic ability, an involuntary effort.

But, for elementary children, reading is not an automatic, easily-performed skill. If you are like most adults, you probably do not remember what it was like to learn to read—to acquire each of the skills and practice them, until, at some special moment, you were reading without conscious effort. However, if you think about learning to drive or to play tennis or another skill you have acquired recently, perhaps you can appreciate the difficult task which faces children as they learn how to read.

As you are aware, an important element of the learning process is feedback on how well you are doing. If you are a beginning tennis player who has lost every game, you want to know specifically what errors you are making.

Think how you would feel if, in answer to your request for help with your tennis, the instructor said that you were playing below the average for people who have been playing tennis for six months or less. That statement might be true, but it would not help you decide what to change.

The principle is the same in Florida's school system. Telling children that they are reading below grade level may be accurate, but it does not say anything about which reading skills have been achieved and which need development. And, until educators know which skills are not being acquired, instructional programs cannot be changed to help students overcome the deficiencies. Thus, meaningful testing is basic to improving Florida's educational system.

Recognizing the importance of meaningful testing as a way to improve the educational system, Florida has instituted a new kind of testing—one which measures students on how well they are achieving individual skills. The value of this kind of testing is apparent—it identifies the skills students have mastered and the ones with which they still have difficulties. Once that information is available, changes can be made in the instructional system, changes which can increase student achievement in weak areas.

In 1971-72, Florida tried out this approach by testing second and fourth graders. A number of important things were learned

about how well children are acquiring the various reading-related skills. For example, test results indicate that second graders have acquired such skills as

—recognizing upper- or lower-case letters;
—identifying the emotion described in an orally presented passage;
—classifying items into groups.

However, achievement of skills is low in such areas as

—naming the main characters in an orally presented passage;
—selecting the word, phrase, or sentence to describe an illustration;
—identifying the beginning and ending of sentences in a passage.

Areas of strength for fourth graders included

—identifying words which have the same long vowel sound;
—identifying the words which form a contraction;
—identifying the meaning of punctuation.

Fourth graders need to improve their skills in

—identifying key words to look up in an index to find information;
—identifying words or phrases conveying emotion;
—identifying synonyms, antonyms, and homonyms;
—identifying the root, prefix, or suffix in words.

These results, just a few from the 1971-72 assessment, are given to illustrate the kinds of things which can be learned from this type of testing. Chapter II describes how Florida's Statewide Assessment Program works, while the results are discussed in greater detail in Chapters III and IV.

CHAPTER II

WHAT IS STATEWIDE ASSESSMENT?

Any discussion of the Statewide Assessment Program must begin with an explanation of an *objective*. An objective describes a skill which students are expected to acquire. For example, "Given a set of words, the learner will arrange them in alphabetical order" is an objective which describes a study skill children should develop.

The kind of testing conducted by the Assessment Program is based on these skills or objectives, so it is called objective-referenced testing. In objective-referenced testing, first the objectives (skills) to be measured are selected, and then test items to measure each skill are developed.

In objective-referenced testing, the important thing is not "what were students' scores?" but "which objectives did they achieve?" Thus, scoring the test is a little different than for other types of tests. Instead of adding up the number of errors and figuring a score for the entire test, the items related to each objective are examined. If the students answered the items correctly, then they achieved the skill described in the objective.

Objective-referenced testing has two main uses. It can tell (1) the skills with which an individual student is having difficulty; and (2) the skills with which many students need help. At this time, the Statewide Assessment Program addresses only the latter purpose—testing to determine which skills many students need to improve.

The Statewide Assessment Program is starting here for several reasons.

First, it is necessary to find out if the State educational system is fulfilling its responsibility to help all students learn. To the degree that students are not acquiring the basic skills, the system is not fulfilling its responsibility successfully. Thus, assessment is a measure of accountability.

Second, it is necessary to discover the specific areas which are strengths and weaknesses for the State and for each district. This knowledge can help state and district educators assess instructional programs and determine whether to set new priorities or reallocate resources. In this way, education can be improved for large numbers of students.

This is only a starting point. The classroom teacher must continue to work with individual students to help them learn. In the meantime, the problems that are common to most students can

be identified, and the educational system can be revised to meet these problems.

When did assessment start?

The push toward objective-referenced testing came in 1971, when the Florida Legislature passed the Educational Accountability Act of 1971. The Act requires that statewide objectives be established and that student achievement of the objectives be assessed. The Statewide Assessment Program was established to conduct the evaluation of pupil performance.

Reading was selected as the first subject area to be assessed, because students must read in order to participate successfully in the vast majority of educational activities.

Since a primary purpose of the first statewide assessment was to establish and evaluate assessment procedures, testing in 1971-72 was limited to second and fourth grade reading-related skills. Testing in these grades provided information both about workable procedures for testing and about student performance. In future years, assessment will be expanded to other grade levels and subject areas. In 1972-73, for example, students in grades three, six, and nine will be assessed on skills in reading, writing, and mathematics.

What were the important characteristics of the program?

A major feature of this year's testing program was the use of sampling to identify the students to be tested. All of us are familiar with the sampling done for opinion polls. Someone comes to the door or calls on the phone and says: "I'm taking a survey to find out which candidate you plan to vote for in the upcoming election. Your name was selected randomly from those in the telephone directory."

As you know, everyone (the population) is not asked to participate in the survey. Instead, a small number of people (called a sample) answer the questions, but the results are reported as if everyone had participated.

Statewide assessment is using the same technique, testing a sample of students rather than every student. In 1971-72, about twenty percent of the second and fourth graders in each school in the State were tested. This technique provided a good picture of performance throughout the State. At the same time, it offered the benefits of sampling--saving time and money, while still collecting the necessary information.

How were statewide objectives selected?

Since Florida had no previous experience with objective-referenced testing, a complete set of objectives, test items, and test

procedures had to be developed in less than 12 months. The objectives and instruments to measure reading-related skills were obtained from the Center for the Study of Evaluation (CSE) at the University of California in Los Angeles, while the procedures were developed by the Department of Education. CSE provided a catalog of reading objectives from which Florida reading specialists and classroom teachers made a preliminary selection of the objectives to be measured in 1971-72.

The Department of Education used the input from the districts to select the final set of objectives. The basic model for selecting the statewide objectives—initial review by district-level committees, followed by Department of Education final selection—proved to be a workable way to ensure that the objectives measured in assessment are relevant to all of Florida's students. For 1972-73, this procedure was revised slightly to increase participation by parents, students, and administrators, and also to provide checks so that the final objectives did not overlap or omit vital skills.

After Florida's statewide objectives had been selected, CSE developed a test specifically to measure these objectives. The second grade test covered 43 objectives, the fourth grade test 111 objectives. The objectives described reading-related skills in ten different areas: listening comprehension, meaning, word processing, reading comprehension, study skills, recognition, syntactical structure, identification of sound-symbol relationships, and auditory and visual perception and discrimination.

How are results reported?

Results from the test are reported in terms of the percentage of students in the State and in each district who achieved each objective. Only a portion of the results are discussed in this report, since the total amount of information obtained from the 1971-72 assessment is staggering—154 scores for the State, and 154 times 67 scores for the districts. Chapter III discusses the highlights of the results for the State (the complete State results are given in Section 3 of the *Technical Report*, "Statewide Results and Recommendations"). Performance by district is discussed in Section 4 of the *Technical Report*, "District Interpretations." (See the Preface for information on obtaining the sections of the *Technical Report*.)

CHAPTER III

WHAT DO 1971-72 ASSESSMENT RESULTS SHOW?

The question of "What do 1971-72 assessment results show?" cannot be answered simply because of the large number of skills tested. The test results do identify specific skills which second and fourth graders have attained. They also pinpoint some areas which should receive more emphasis because student performance is low.

How were strengths and weaknesses identified?

Test results were analyzed and student performance on each objective was classified as "satisfactory," "minimal," or "deficient." Skills classified as satisfactory are strengths in the instructional programs. Deficient identifies weak areas in which improvement is needed. Minimal denotes skills in which improvement is needed, but to a lesser degree than those identified as deficient. For instructional decision-making, *deficient skills* are the ones which should receive immediate attention.

What are the strengths and weaknesses of second and fourth graders in attaining selected reading-related skills?

Of the 154 second and fourth grade objectives tested, performance was satisfactory on about 55%, minimal on 30%, and deficient on 15% (See Appendix A). When the objectives were classified into ten different areas of reading-related skills, a pattern appeared.

In general, the results indicate that second and fourth grade students have acquired most readiness and basic reading skills so that they can read words and sentences. However, they have not developed the skills needed to comprehend passages and use reading as a study aid. The results for both grades show that:

> Performance was generally satisfactory in skill areas involving perception of different sounds and shapes, association of sounds and letters, and identification of unfamiliar words.
>
> Performance was generally acceptable in recognizing letters, rhymes, and abbreviations; identifying word meaning; understanding orally presented material; and recognizing the structure of sentences and passages. However, there were specific skills on which performance should be improved.
>
> Performance was not acceptable on reading comprehension and study skills.

These results suggest that in-school and out-of-school learning experiences are more effective in teaching students to work with

individual words and sentences, and less effective in helping students become proficient in reading passages and applying reading skills to practical situations.

Which skill areas have the highest level of achievement?

Based on how students throughout the State performed on the test, the ten skill areas have been classified either as: 1) an area in which achievement of skills is satisfactory; 2) an area in which specific skills need attention; or 3) a priority area for improvement of student performance.

Four areas—auditory perception and discrimination, visual perception and discrimination, identification of sound-symbol relationships, and word processing—were classified as areas of satisfactory achievement. The results show that, as a whole, Florida's second and fourth graders are successfully acquiring competencies in discriminating sounds; distinguishing different shapes and letters; associating sounds with letters; and associating words with their meanings.

Performance in four other areas suggests that students have acquired the majority of skills in those groupings, but that there are particular skills which students need to develop. The four areas in which student achievement was generally satisfactory are recognition, word meaning, listening comprehension, and syntactical structure. However, educators should give some attention to improving student achievement of such skills as developing a basic sight vocabulary; understanding orally presented material; identifying synonyms, antonyms, and homonyms; and identifying the beginning and ending of sentences.

There were two areas in which performance indicates deficiencies in student competencies. These two areas, reading comprehension and study skills, are essential to student success in learning other subjects. Consequently, reading comprehension and study skills have been designated as priority areas for improvement and changes should be undertaken to improve student achievement of these skills.

This has been a brief overview of what the test results indicate. The following section discusses each of the ten skill groupings in more detail.

How good was achievement in each of the ten reading-related skill areas?

The ten skill areas have been classified into one of three groups:

Areas in Which Achievement of Skills Is Satisfactory
Areas in Which Specific Skills Need Attention
Priority Areas in Which Improvement in Achievement Is Needed

In reading the discussions, it should be remembered that 85% of the objectives were achieved at satisfactory or minimal levels. In most cases, satisfactory performances are *not* listed, while the skills which need improvement are discussed in some detail. Naturally, those programs and procedures which have been effective in promoting satisfactory student achievement should be continued.

AREAS IN WHICH ACHIEVEMENT OF SKILLS IS SATISFACTORY

Students must be able to perceive similarities and differences in sounds in order to associate sounds with written letters and to pronounce unfamiliar words. Florida's second and fourth graders appear to have mastered auditory perception and discrimination skills sufficiently to allow them to progress in acquiring actual reading skills.

A second important readiness skill is that of perceiving similarities and differences in visual shapes so that students can distinguish different letters and words. Of the nine objectives related to visual perception and discrimination, at least 90% of the students achieved each objective.

Identification of sound-symbol relationships (associating sounds with letters and combining the sounds into words) is a basic reading skill which students must acquire before they can develop other skills such as reading comprehension. Students have acquired most of these skills, indicating that instructional programs are adequate in this area. However, because of the importance of these skills, they should receive continued emphasis, especially in identifying middle consonant sounds and long vowel sounds.

In general, students have acquired skills in word processing which enable them to identify an unfamiliar word by examining its parts. Word processing includes knowledge of syllables, compound words, contractions, prefixes, suffixes, and roots.

AREAS IN WHICH SPECIFIC SKILLS NEED ATTENTION

According to test results, second and fourth graders have developed many recognition skills, but they are not proficient in recognizing sight words. Being able to recognize letters or words which they have encountered previously, rather than stopping to figure them out, is an important time-saving skill for students. Recognition of familiar words constitutes a sight vocabulary which increases the ease and speed with which students read material. Because of the importance of this skill, development of sight vocabularies should be an integral component of second and fourth grade instructional programs.

In order to comprehend a passage, students must be able to supply meaning for the words they encounter. Students achieved

many objectives related to the meaning of words, but there are specific areas in which fourth graders' performance should be improved. Fourth graders need more knowledge of basic vocabulary words, synonyms, antonyms, and homonyms. They should also become more proficient in using the context of the sentence or passage to determine the meaning of a word.

Students have acquired some of the skills they need in order to understand information presented orally. However, second graders were weak in naming the main characters and identifying the sequence of events of an orally presented selection, and fourth graders had difficulty recognizing emotions and identifying main ideas.

Students were tested on several skills related to the structure of sentences and passages. Syntactical structure includes identifying the beginning and ending of sentences, differentiating between sentences and phrases, and using proper verb forms to complete sentences. These skills are introduced in elementary grades, but mastery is not expected until later in the educational program. Second and fourth grade scores reflect this instructional emphasis, with fourth graders scoring consistently higher than second graders on similar objectives. Instructional programs should continue to introduce these skills, recognizing that the level of achievement will increase in later years.

PRIORITY AREAS IN WHICH IMPROVEMENT IN ACHIEVEMENT IS NEEDED

Test results indicated that students' performance was generally poor on questions requiring reading comprehension, although students achieved satisfactorily on some of the skills. It appears that students comprehend words and sentences, but have difficulty in comprehending longer passages. Consequently, they are only partially successful when asked to recall specified information and to describe events in their own words.

Since the purpose of reading is to understand the material, low scores in this area indicate a need for more instructional emphasis on these skills. This area should receive immediate attention so that all students can acquire the necessary reading comprehension skills.

Study skills help students read materials in various subject areas, so that reading becomes a tool to learning. Included under study skills are the ability to use the library, to alphabetize words, and to locate information on maps. Study skills should be examined carefully to determine what can be done to help students acquire and use these skills effectively.

CHAPTER IV

WHAT WAS LEARNED FROM OBJECTIVE-REFERENCED ASSESSMENT?

While the summaries for the ten skill areas give some indication of the strengths and weaknesses of second and fourth grade student achievement of reading-related skills, performance must be examined on an objective-by-objective basis to obtain a complete picture. This chapter illustrates the kind of information that can be obtained by examining performance on objectives. All 154 objectives are not discussed, since that information is presented in the *Technical Report*, "Section 3: Statewide Results and Recommendations." Instead, representative objectives have been selected to illustrate what was learned from objective-referenced testing.

The presentation of information begins with one or more SELECTED SKILLS, which are brief statements of the objectives. Beneath each objective is the percent of students in the State who achieved that objective (% OF ACHIEVEMENT). If the objective was tested at both grades, two percentages are given; otherwise, there is a percentage only for the grade tested.[1] Concluding each discussion is an OBSERVATION which explains the value of the skill and evaluates the percentage of achievement.

The objectives are presented in categories in the following sequence: Auditory Perception and Discrimination; Visual Perception and Discrimination; Identification of Sound-Symbol Relationships; Word Processing; Recognition; Meaning; Listening Comprehension; Reading Comprehension; Study Skills; and Syntactical Structure.

[1] Note that in cases where the same objective was tested at both grade levels, direct comparisons between second and fourth grade performance should be avoided, because different types of test items were used for each grade.

Auditory Perception and Discrimination

Selected Skills:

Identify words having the same beginning consonant sound.

% of achievement *Grade 2: 94%* *Grade 4: 94%*

Identify words containing the same middle consonant sound.

% of achievement *Grade 2: 73%* *Grade 4: 51%*

Identify words containing the same ending consonant sound.

% of achievement *Grade 2: 85%* *Grade 4: 98%*

Observation:

The usual sequence for teaching children consonant sounds is to start with initial consonants, move to ending consonants, and teach middle consonants last. Performance on these objectives indicates that student achievement reflects the instructional sequence, since performance is best on initial and final consonants, lowest on middle consonants. This pattern appeared in the test results for each grade. One way to improve performance is to teach students to recognize a sound regardless of its position in the word, instead of relying on the beginning, ending, and middle position approach.

Visual Perception and Discrimination

Selected Skill:

Identify identical items.

% of achievement *Grade 2: 96%* *Grade 4: 98%*

Observation:

Visual perception and discrimination is a readiness skill for teaching students to observe likenesses and differences in objects, to prepare them to make discriminations among words. Skill in identifying identical letters and words aids children in developing ability to discriminate visually among words so that they can read.

Identification of Sound-Symbol Relationships

Selected Skill:

Identify various vowel sounds.

% of achievement *Tested only on Grade 4: 79%*

Observation:

In the English language the letter symbols called vowels represent many more sounds than do letters classified as consonants. Because of the many sounds for each vowel letter, identifying vowels is a relatively difficult skill to learn. Students need this skill in order to read unfamiliar words, and the 79% should be considered minimal. Efforts should be made to improve students' skill in identifying vowel sounds.

Word Processing

Selected Skill:

Identify the words making up a compound word.

% of achievement *Grade 2: 78%* *Grade 4: 93%*

Observation:

Although compound words constitute a relatively small segment of a reading vocabulary, students must be able to determine the meaning of these words. Since competency in this skill is developed during the period between the second and fourth grades, these scores indicate adequate performance at both grade levels.

Recognition

Selected Skill:

Identify known words or phrases in a reading selection.

% of achievement *Grade 2: 69%* *Grade 4: 72%*

Observation:

"Known words" are familiar words which students should be able to recognize immediately. They constitute a major portion of the words encountered in everyday reading. Because mastery of a basic word vocabulary is essential to success for beginning readers, these scores should be considered minimal. More emphasis should be placed on helping second and fourth graders develop a basic sight vocabulary.

Meaning

Selected Skills:

Select a picture illustrating a given word.

% of achievement *Grade 2: 96%*

Identify the definition of known words.

% of achievement *Grade 4: 69%*

Observation:

Knowledge of word meanings is basic to the development of reading and listening comprehension skills. Second graders were measured on this skill by listening to a word and then matching it to an illustration. Performance was satisfactory, indicating that second graders understand the meaning of words they hear.

Fourth graders were tested on the meaning of words they read, and their performance was minimal. The minimal performance suggests that students need to develop greater skills in recognizing words and determining the meaning of words they read.

Listening Comprehension

Selected Skills:

Identify the main ideas of an orally presented selection.

% of achievement *Grade 2: 96%* *Grade 4: 66%*

Identify in proper sequence the main events of an orally presented selection.

% of achievement *Grade 2: 58%* *Grade 4: 94%*

Observation:

All comprehension skills are developmental, because skills must increase as students encounter more difficult reading materials. Thus, a student may be quite able to identify main ideas of a passage written on a second grade level, but have difficulty performing the same task on fourth grade material.

As children learn to identify main ideas in selections read to them, they develop skills in understanding materials, which prepares them to understand what they read. Arranging events or ideas in proper sequence is an important memory aid, since material is recalled more easily when ideas are related sequentially.

These scores indicate that although second graders are performing satisfactorily in the skill of identifying main ideas, they need to develop ability in arranging ideas in proper sequence.

Fourth graders need additional instruction in identifying main ideas, but have acquired the ability to place events in the proper sequence.

Reading Comprehension

Selected Skills:

Answer specific questions after reading a selection.

% of achievement *Grade 2: 61%*

Recall the main ideas, important facts, and general content of a selection.

% of achievement *Grade 4: 47%*

Identify the main events of a selection in proper sequence.

% of achievement *Grade 4: 62%*

Select a sentence to complete an incomplete passage.

% of achievement *Grade 4: 91%*

Observation:

While fourth graders performed satisfactorily in selecting logical outcomes for incomplete passages, performance at both grade levels was deficient on the other objectives. Students appear to be unable to read and recall specific information included in a selection as well as to recall main ideas or events and place them in a sequence. If students cannot recall the information they read, they can glean little knowledge or enjoyment from the printed page. Because of the importance of reading comprehension skills, improvement in this area should be a priority.

Study Skills

Selected Skill:

Arrange given words in alphabetical order.

% of achievement *Grade 2: 37%* *Grade 4: 67%*

Observation:

Alphabetization is a very practical skill which students must acquire before they can become proficient in the use of reference materials such as encyclopedias, card catalogs, and telephone directories. Performance indicates that students in both grades are weak in alphabetizing.

Syntactical Structure

Selected Skill:

Differentiate between phrases and complete sentences.

% of achievement *Grade 2: 28%* *Grade 4: 96%*

Observation:

Understanding the difference between phrases and sentences is a concept which students acquire gradually. While this objective is introduced in the second grade, it is emphasized in the third and fourth grades. Thus, these scores reflect the instructional sequence.

APPENDIX A

PERCENTAGE OF STUDENTS IN THE STATE ACHIEVING EACH OBJECTIVE

Appendix A identifies the skills tested in the 1971-72 assessment of reading-related skills and gives the percentage of achievement on each objective. The skills are classified into ten major categories, indicated by the headings in all capitals.

In many cases, second and fourth graders were tested on different specific skills within the same general category. Dashes mark skills which were tested on one grade but not the other.

Following each percentage of achievement is a ranking indicating whether performance on the objective should be considered "Satisfactory," "Minimal," or "Deficient."

In general, scores of 80-100% represent satisfactory achievement.

Minimal achievement (60-79%) denotes areas in which certain weaknesses appear. Developmental instruction should be given in areas where performance is classified as minimal.

Skills are classified as deficient when the achievement level is 59% or less. Areas listed as deficient need corrective instruction utilizing varying instructional techniques and materials.

TABLE 1.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

SKILL	GRADE 2		GRADE 4	
	PERCENTAGE OF ACHIEVEMENT	RATING	PERCENTAGE OF ACHIEVEMENT	RATING
AUDITORY PERCEPTION AND DISCRIMINATION				
Identify words that have the same beginning consonant sound	94%	Satisfactory	94%	Satisfactory
Identify words containing the same middle (medial) consonant sound	73	Minimal	51	Deficient
Identify words that have the same ending consonant sound	85	Satisfactory	98	Satisfactory
Identify rhyming words	86	Satisfactory	98	Satisfactory
Identify identical sentences	82	Satisfactory	93	Satisfactory
Identify the number of syllables in a word	—	—	83	Satisfactory
Identify pairs of words beginning with the same consonant sound and those beginning with different consonant sounds	—	—	99	Satisfactory
Identify word with different final consonant sound	—	—	93	Satisfactory
Identify consonant sound in initial, medial, or final position	—	—	93	Satisfactory
VISUAL PERCEPTION AND DISCRIMINATION				
Identify identical items	96	Satisfactory	98	Satisfactory
Match items to illustrations	92	Satisfactory	—	—
Identify whole item from part of item	90	Satisfactory	90	Satisfactory
Supply missing parts to items	—	—	98	Satisfactory
Identify cursive and manuscript letters	—	—	98	Satisfactory
Identify identical, but rotated, figures	99	Satisfactory	96	Satisfactory

TABLE 2.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

IDENTIFICATION OF SOUND-SYMBOL RELATIONSHIPS	GRADE 2		GRADE 4	
Identify an object whose name begins with a specified consonant	96%	Satisfactory	99%	Satisfactory
Identify words containing the same medial consonant sound as a specified word	35	Deficient	67	Minimal
Identify an object whose name ends with a specified consonant	85	Satisfactory	95	Satisfactory
Identify different vowel sounds	—	—	79	Minimal
Identify same beginning consonant sound	95	Satisfactory	88	Satisfactory
Identify same ending consonant sound	88	Satisfactory	92	Satisfactory
Identify consonant sound in specified position	—	—	78	Minimal
Identify same beginning consonant blend	—	—	93	Satisfactory
Identify beginning consonant blend	—	—	98	Satisfactory
Identify final consonant blend	—	—	95	Satisfactory
Identify beginning consonant digraph	—	—	98	Satisfactory
Identify final consonant digraph	—	—	97	Satisfactory
Identify medial consonant digraph	—	—	95	Satisfactory
Identify same short vowel sound as given word	—	—	68	Minimal
Identify same long vowel sound as given word	—	—	90	Satisfactory
Identify words which have the same short vowel sound	—	—	76	Minimal
Identify words containing short vowel sounds	—	—	75	Minimal
Identify words which have the same long vowel sounds	—	—	75	Minimal
Identify words containing the same diphthong sound	—	—	85	Satisfactory
Complete word by adding missing single vowel, vowel digraph, or diphthong	—	—	96	Satisfactory
Identify designated types of vowels	—	—	51	Deficient
Substitute final consonant blends to form new words	—	—	85	Satisfactory
Identify words containing long vowel sounds	—	—	79	Minimal

TABLE 3.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

	GRADE 2		GRADE 4	
WORD PROCESSING				
Identify the words making up a compound word	78%	Minimal	93%	Satisfactory
Form compound words	—	—	88	Satisfactory
Identify words forming a contraction	—	—	96	Satisfactory
Identify root, prefix, or suffix in word	—	—	66	Minimal
Divide words into syllables	—	—	89	Satisfactory
RECOGNITION				
Identify known words or phrases in a reading selection	69	Minimal	72	Minimal
Identify upper- or lower-case letters	98	Satisfactory	96	Satisfactory
Identify corresponding letters in upper- and lower-case form	98	Satisfactory	100	Satisfactory
Identify the designated letter in words written in cursive	—	—	97	Satisfactory
Identify the designated letter in words written in manuscript	95	Satisfactory	99	Satisfactory
Select the word which best completes a rhyme	87	Satisfactory	61	Minimal
Identify rhyming words	—	—	68	Minimal
Identify vowels in the alphabet or in words	93	Satisfactory	—	—
Identify consonants in the alphabet or in words	—	—	79	Minimal
Identify words represented by an abbreviation	—	—	93	Satisfactory

TABLE 4.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

LISTENING COMPREHENSION	GRADE 2		GRADE 4	
Follow oral directions	100%	Satisfactory	95%	Satisfactory
Name main characters in an orally presented passage	50	Deficient	—	—
Identify class concepts when given class members	84	Satisfactory	—	—
Identify additional class members	53	Deficient	—	—
Identify members belonging to each class when given class concepts	88	Satisfactory	—	—
Infer information from an orally presented passage to answer a question	77	Minimal	—	—
Identify emotion described in orally presented passage	95	Satisfactory	58	Deficient
Describe emotion depicted in orally presented passage	—	—	58	Deficient
Select picture representing orally presented sentence	—	—	99	Satisfactory
Identify the main ideas of an orally presented selection	96	Satisfactory	66	Minimal
Identify in proper sequence the main events of an orally presented selection	58	Deficient	94	Satisfactory

TABLE 5.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

READING COMPREHENSION	GRADE 2		GRADE 4	
Classify items into groups according to a rationale	84%	Satisfactory	—	—
Identify items not belonging to a given class or set	95	Satisfactory	—	—
Identify items belonging to a given class or set	99	Satisfactory	100%	Satisfactory
Identify words, pictures, or objects representing similar concepts	—	—	66	Minimal
Identify additional members in same class when given class members	—	—	82	Satisfactory
Identify class concepts when given class members	—	—	87	Satisfactory
Identify the missing element in a given analogy	—	—	78	Minimal
Identify from a list of events those contained in a previously read selection	—	—	79	Minimal
Arrange a scrambled set of sentences in logical order	—	—	71	Minimal
Select the word, phrase, or sentence which best describes given illustrations and sets of descriptive words	—	—	79	Minimal
Locate original statement in passage when given a paraphrase of the statement	—	—	28	Deficient
Answer questions by inferring information not literally or directly stated in the given situation	—	—	51	Deficient
Identify words or phrases conveying emotion	—	—	53	Deficient
Sequence events in the order of their occurrence in the selection	—	—	62	Minimal
Arrange a given scrambled set of sentences in logical order	—	—	71	Minimal
Answer specific questions after reading a selection	61	Minimal	—	—
Recall the main ideas, important facts, and general content of a selection	—	—	47	Deficient
Identify the main events of a selection in proper sequence	—	—	62	Minimal
Select a sentence to complete an incomplete passage	—	—	91	Satisfactory
Identify similes in a reading selection	—	—	7	Minimal

TABLE 6.—STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

MEANING	GRADE 2		GRADE 4	
Select the picture illustrating a given word	96%	Satisfactory	—	—
Identify the definition of a known word	—	—	69%	Minimal
Locate the specified body part on a picture	97	Satisfactory	99	Satisfactory
Identify the function of specified body part	—	—	94	Satisfactory
Identify an object when given its function	—	—	98	Satisfactory
Identify the illustration related to a given word	74	Minimal	—	—
Select the picture of a described event	97	Satisfactory	—	—
Select the word, phrase, or sentence to describe each illustration	74	Minimal	—	—
Identify the direction or position of specified object	—	—	92	Satisfactory
Identify different meanings of multiple-meaning word when used in context	—	—	77	Minimal
Identify prefixed or suffixed words meaning same as given phrases	—	—	31	Deficient
Identify related words or statements	—	—	84	Satisfactory
Identify members belonging to each class	—	—	99	Satisfactory
Translate given examples of non-literal language	—	—	83	Satisfactory
Identify synonyms	—	—	61	Minimal
Identify words, pictures, or objects representing opposite concepts	—	—	87	Satisfactory
Identify antonyms	—	—	70	Minimal
Identify homonyms	—	—	58	Deficient
Identify the meaning of compound words	—	—	87	Satisfactory
Use context to identify the missing part of a compound word	—	—	93	Satisfactory
Use context to identify the meaning of an unfamiliar word	—	—	76	Minimal
Complete a sentence using context to identify the suitable word	—	—	79	Minimal
Identify the meaning of punctuation	—	—	90	Satisfactory

TABLE 7.–STATE PERCENTAGE OF ACHIEVEMENT ON EACH OBJECTIVE

STUDY SKILLS	GRADE 2		GRADE 4	
Arrange given words in alphabetical order	37%	Deficient	67%	Minimal
Identify letters which immediately follow and precede a given letter in the alphabet	—	—	88	Minimal
Identify the author, title, subject, and call number of the book from a library card	—	—	45	Deficient
Identify information contained on a title page	—	—	38	Deficient
Identify key words to look up in an index to find information related to a problem	—	—	29	Deficient
Identify the reference which provides answer to specific questions	—	—	46	Deficient
Identify appropriate sources of information on a given topic or problem	—	—	46	Deficient
Skim given reading selection to locate information	—	—	13	Deficient
Find a specified location on a map	—	—	82	Satisfactory
Identify uses of bold-face type	—	—	34	Deficient
Identify uses of italics	—	—	44	Deficient
Indicate appropriate reading rates and methods for designated materials and purposes for reading	—	—	71	Minimal
SYNTACTICAL STRUCTURE				
Identify the beginning of each sentence in a passage	25	Minimal	58	Minimal
Identify the ending of each sentence in a passage	39	Minimal	65	Minimal
Construct complete sentences using past, present, and future forms	—	—	73	Minimal
Substitute two or more words of the same grammatical function for given words	—	—	78	Minimal
Identify correct and incorrect uses of inflected verb forms in given phrases or sentences	—	—	84	Satisfactory
Differentiate between phrases and complete sentences	28	Minimal	96	Satisfactory